

DEGREES OF SOCIAL INCLUSION: OPEN EDUCATIONAL PRACTICES AND RESOURCES IN THE GLOBAL SOUTH

Trotter, Henry; Hodgkinson-Williams, Cheryl;

;

© 2018, TROTTER, HENRY



This work is licensed under the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/legalcode>), which permits unrestricted use, distribution, and reproduction, provided the original work is properly credited.

Cette œuvre est mise à disposition selon les termes de la licence Creative Commons Attribution (<https://creativecommons.org/licenses/by/4.0/legalcode>), qui permet l'utilisation, la distribution et la reproduction sans restriction, pourvu que le mérite de la création originale soit adéquatement reconnu.

IDRC Grant/ Subvention du CRDI: 108700-001-Communicating Research on open educational resources for development (C-ROER4D)



Degrees of social inclusion: Open educational practices and resources in the Global South

Henry Trotter & Cheryl Hodgkinson-Williams
OE Global / 24 April 2018 / Delft, The Netherlands

www.slideshare.net/ROER4D/



IDRC



CRDI



ROER4D project

Research on Open Educational Resources for Development in the Global South

August 2013 - December 2017

GENERAL OBJECTIVE:

IMPROVE EDUCATIONAL POLICY, PRACTICE and RESEARCH in developing countries by better understanding the use and impact of OER

PROJECT CLUSTERS

OER
Desktop Review

OER Survey

Academics'
adoption of OER

Teacher educators'
adoption of OER

OER
adoption in one
country

OER impact
studies

Baseline
educational
expenditure



roer4d.org

[facebook.com/
ResearchOERforDevelopment](https://facebook.com/ResearchOERforDevelopment)
twitter.com/roer4d

ROER4D

Research on Open Educational Resources for Development
(info@roer4d.org) - ROER4D-CEE



wawasan
open UNIVERSITY
the people's university

IDRC
International Development
Research Centre

CRDI
Centre de recherches pour le
développement international



created by Rondine Carstens and the ROER4D team



Whether, why, and how do OEP and OER contribute to the social inclusion of underserved communities in the Global South?

Gidley et al.'s (2010) notion of social inclusion

Neoliberalism

ACCESS

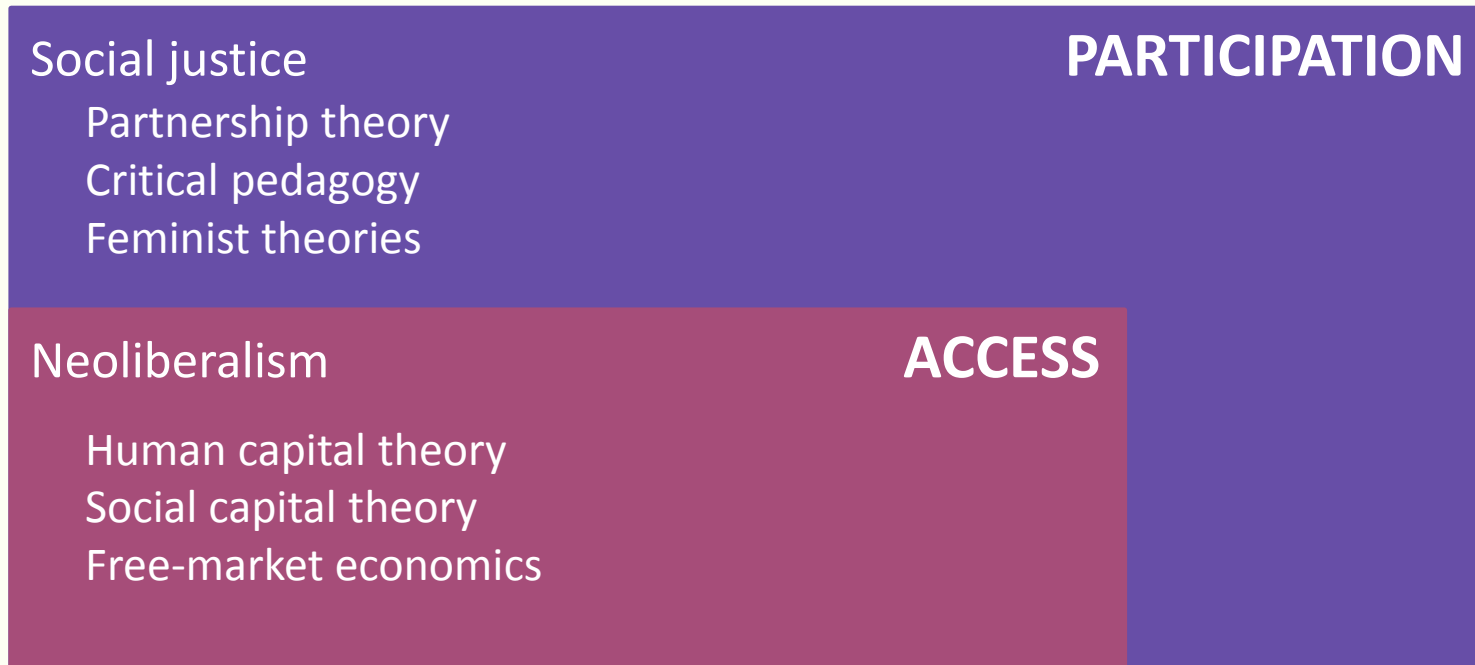
Human capital theory

Social capital theory

Free-market economics

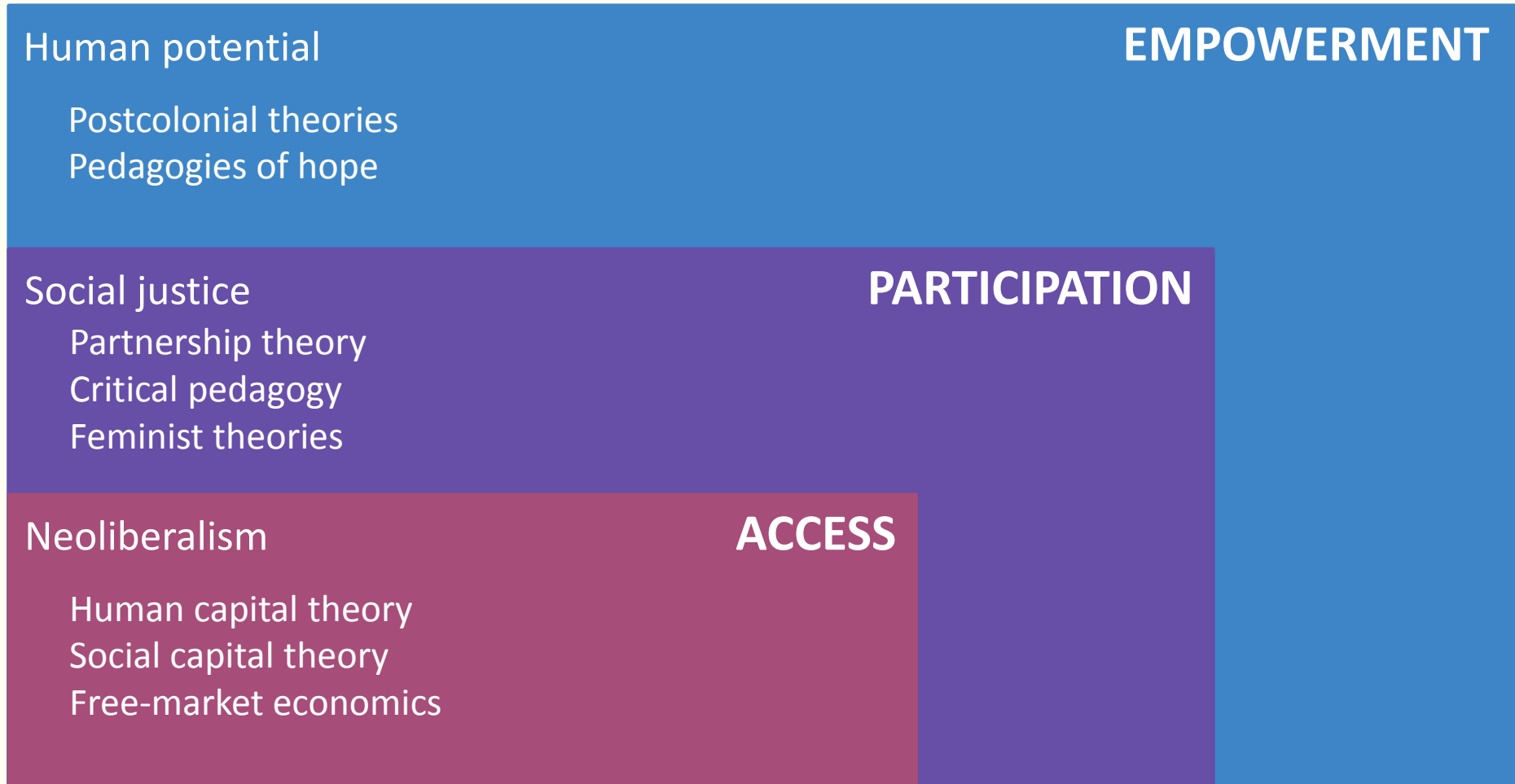
(Adapted from Gidley, Hampson, Wheeler and Bereded-Samuel 2010, p. 2)

Gidley et al.'s (2010) notion of social inclusion



(Adapted from Gidley, Hampson, Wheeler and Bereded-Samuel 2010, p. 2)

Gidley et al.'s (2010) notion of social inclusion

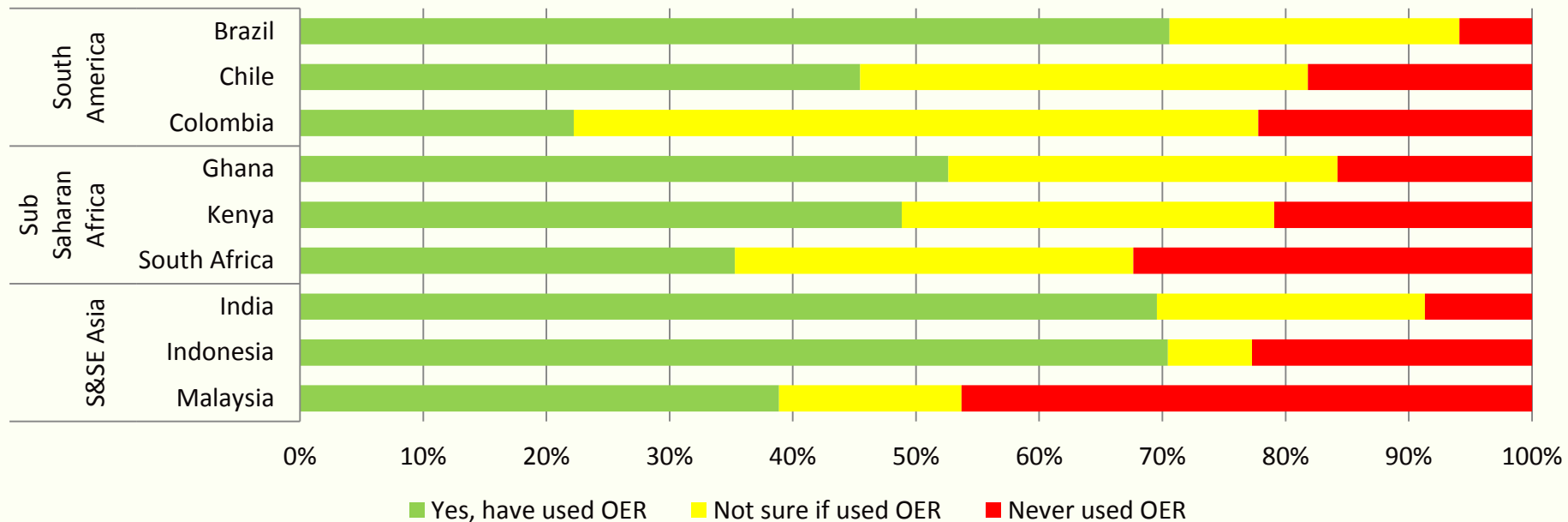


(Adapted from Gidley, Hampson, Wheeler and Bereded-Samuel 2010, p. 2)

ACCESS:

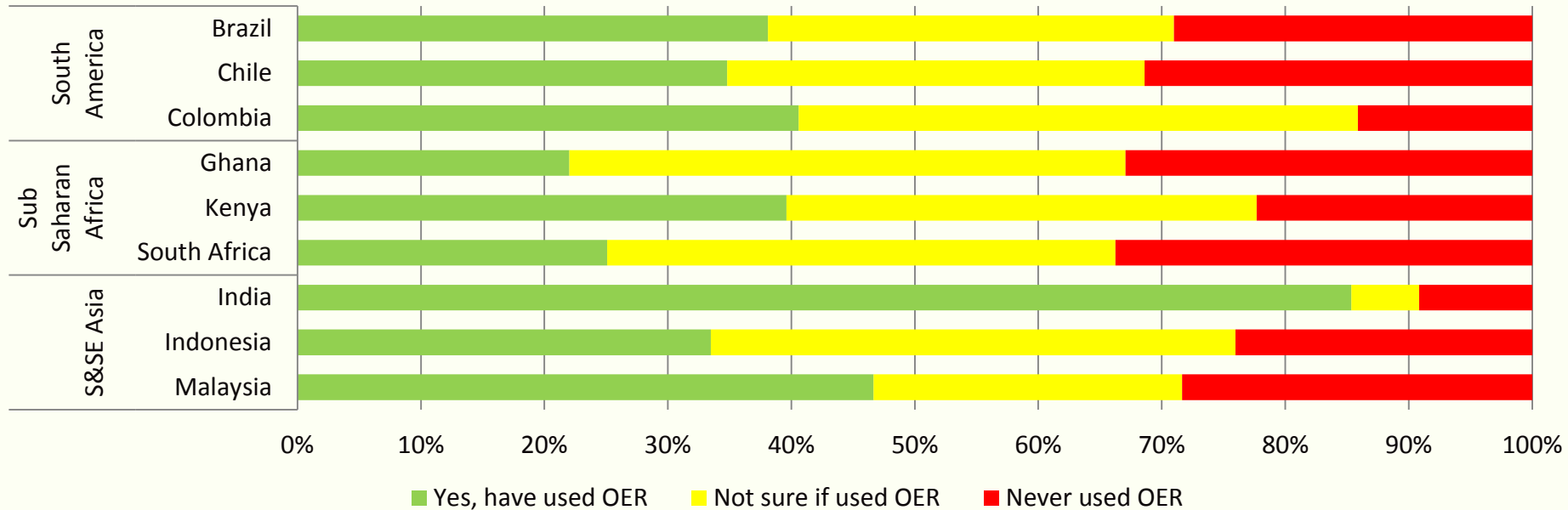
The OEP that best illustrates this level of social inclusion is OER **use** (“as is”)

Extent to which OER use is widening access of materials to educators in the Global South



ROER4D's cross-regional, nine-country study suggests that **51%** of the 295 randomly selected educators surveyed reported having used OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill 2017)

Extent to which OER use is widening access of materials to students in the Global South



ROER4Ds's cross-regional, nine-country study suggests that **39%** of the 4784 randomly selected learners surveyed reported having used OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill, ROER4D Sub Project 2 data set)

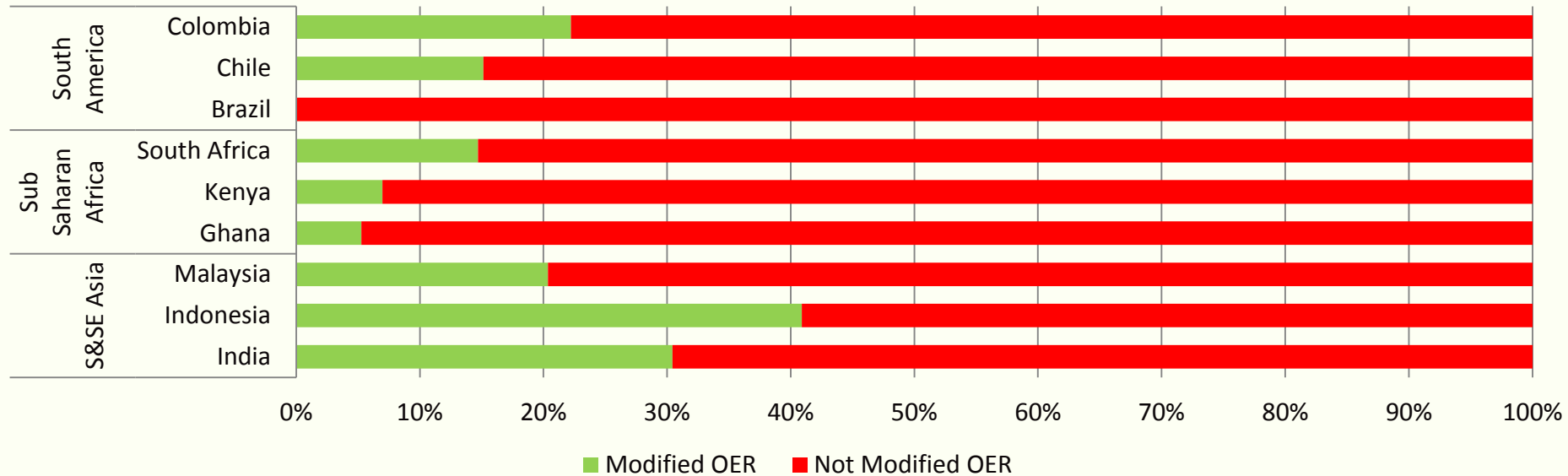
Factors influencing the adoption of OER to widen **access** to educational materials

1. OER awareness
2. Technical capacity
3. Infrastructural access
4. Availability of suitable OER
5. Socio-economic status

PARTICIPATION:

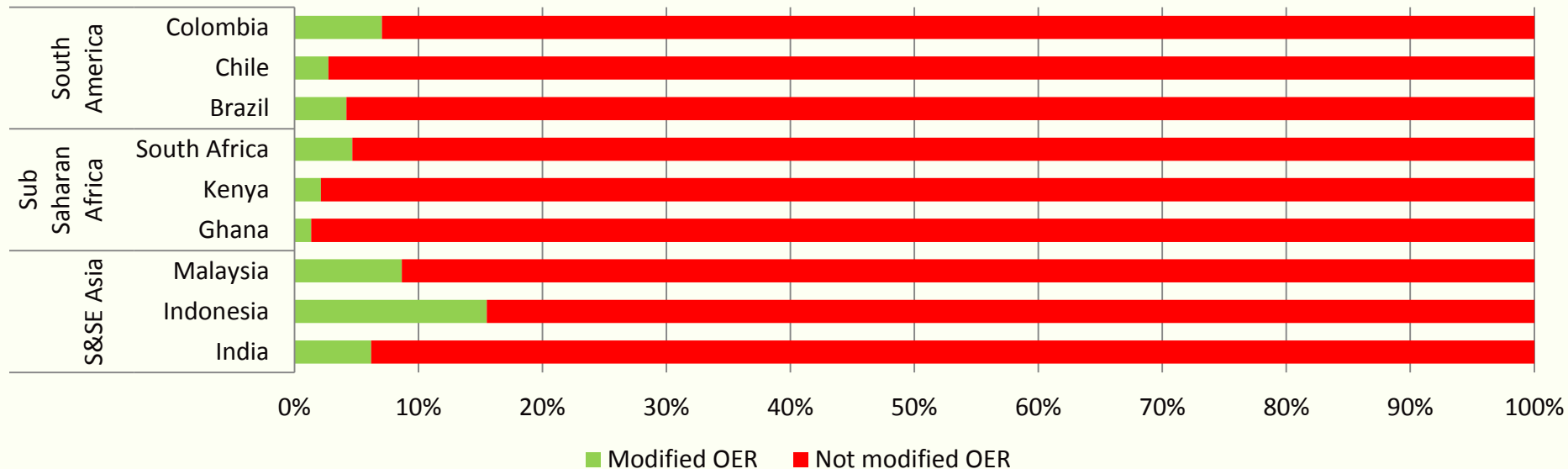
The OEP that best illustrates this level of social inclusion is OER **adaptation** (revising or remixing)

Extent to which **participation** in education is encouraged through OER adaptation (revising or remixing) by educators in the Global South



ROER4D's cross-regional, nine-country study suggests that **18%** of the 295 randomly selected educators surveyed reported having adapted OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill, [ROER4D Sub Project 2 data set](#))

Extent to which **participation** in education is encouraged through OER adaptation (revision & remixing) by students in the Global South



ROER4D's cross-regional, nine-country study suggests that **6%** of the 4784 randomly selected learners surveyed reported having modified OER at least once (de Oliveira Neto, Pete, Daryono & Cartmill, ROER4D Sub Project 2 data set)

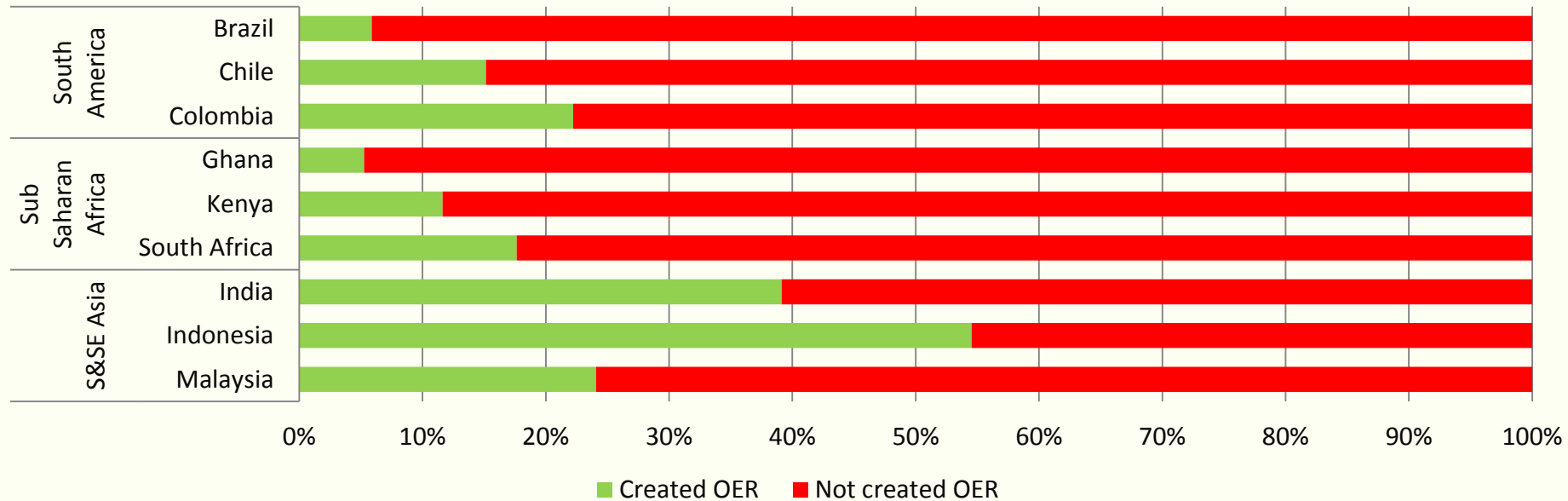
Factors encouraging **participation** in OER adaptation

1. Pedagogical practices
2. Institutional support mechanisms
3. Institutional policies
4. Disciplinary norms
5. Collaboration (including communities of practice)

EMPOWERMENT:

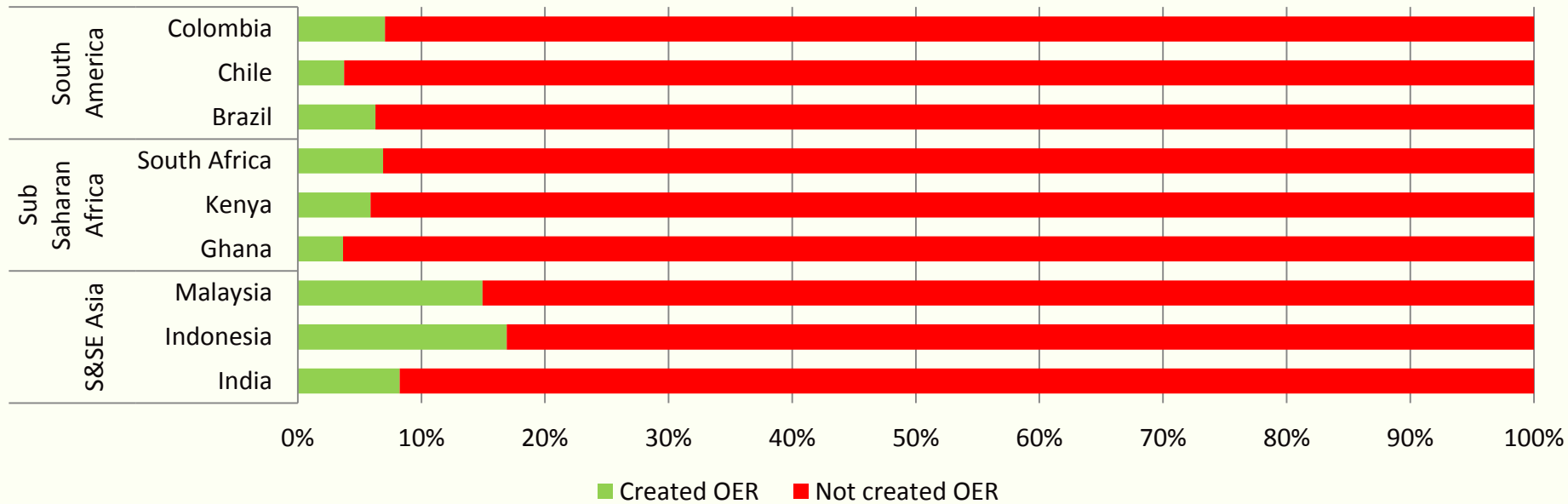
The OEP that best illustrates this level of social inclusion is OER **creation**

Extent to which OER **creation** contributes towards empowering educators in the Global South



ROER4D's cross-regional, nine-country study suggests that **23%** of the 295 randomly selected educators surveyed reported having created OER according to comparison with educators selection of licence type and creation of educational resources (de Oliveira Neto, Pete, Daryono & Cartmill, 2017)

Extent to which OER **creation** contributes towards empowering students in the Global South



ROER4D's cross-regional, nine-country study suggests that **9 %** of the 4784 randomly selected learners surveyed reported having created OER (de Oliveira Neto, Pete, Daryono & Cartmill)

Factors leading to greater **empowerment** through OER creation

1. Motivation (reputation enhancement)
2. Personal fulfilment and confidence
3. Participation in funded implementation and research projects
4. Co-creation with students
5. Epistemic stance

Degrees of social inclusion

EMPOWERMENT

Educators = 23%
Students = 9%

PARTICIPATION

Educators = 18%
Students = 6%

ACCESS

Educators = 51%
Students = 39%

Degrees of social inclusion

EMPOWERMENT

- Motivation (reputation enhancement)
- Personal fulfilment and confidence
- Participation in funded projects
- Co-creation with students
- Epistemic stance

Educators = 23%
Students = 9%

PARTICIPATION

- Pedagogical practices
- Institutional support
- Institutional policies
- Disciplinary norms
- Collaboration

Educators = 18%
Students = 6%

ACCESS

- OER awareness
- Technical capacity
- Infrastructural access
- Availability of OER
- Socio-economic status

Educators = 51%
Students = 39%

Conclusion: Implications for OER advocacy

ACCESS

HEI educators in the Global South enjoy reasonable “access” to OER, with the majority in our survey having used them “as is” (the easiest form of OEP compared to the more difficult activities of revising, remixing or creating OER).

But while the use of OER “as is” by educators in the South can indeed lead to greater social inclusion, as they ensure that crucial knowledge is incorporated in their teaching to their students, it can also ironically and inadvertently lead to greater epistemological dependency and inequality if the OER are drawn primarily from the Global North (which can easily be the case given the greater preponderance of OER creation in the GN) and if the educator handles them in an uncritical manner.

Conclusion: Implications for OER advocacy

ACCESS

This is to say that the OER available for use are not politically neutral. They may be “useful” in a technical and educational sense, but they may also be “loaded” or “biased” in ways that militate against the broader desire for social inclusion. Thus, if we advocate for the use of OER, we too need to remain cognizant of the fact that not all OER would be beneficial for certain contexts. They may ultimately reinforce the exclusion that the OEP was meant to overcome.

Conclusion: Implications for OER advocacy

PARTICIPATION

Our respondents appeared to find OER revising and remixing the most challenging OEP pedagogically, as it requires extensive engagement with others' materials, a time-consuming activity which, for many, can be overcome by just developing one's own materials one's self. Hence the low levels shown with this OEP.

However, this is precisely the kind of critical engagement that many materials – especially those deriving from dominant or hegemonic epistemological contexts – require if they are to promote both knowledge and social justice in classrooms in the Global South. That is why we found it so important to distinguish between this type of OER use and that of OER use “as is”, because it allowed us to go beyond a superficial reading of OER activity and get better qualitative detail about the potential of that OER use as regards social inclusion.

Conclusion: Implications for OER advocacy

PARTICIPATION

We as open advocates need to better understand the political implications of the various types of OEP, including revising and remixing. As pedagogical activities, these practices are far more robust and critical than the copying-and-pasting that can sometimes happen with the use of OER “as is”. It may even be worth being explicit with this in our advocacy work, telling educators, students and administrators alike that the revision and remixing of OER – or any type of teaching material (such as a copyrighted textbook) – leads to greater “participation” for educators and students than the simple use of a resource “as is”.

Conclusion: Implications for OER advocacy

EMPOWERMENT

For educators and students in the Global South, perhaps the greatest potential of OER is not that they can be used freely, but that they can be created and shared freely. Not that they can be consumed freely, but that they can be produced freely! Indeed, OER provide a platform for educators to make public epistemological assertions, assertions that – once upon a time – might have only been heard by the students in one's own classroom.

But with OER, educators from any background can share their personally developed teaching materials not only with their students, but with the entire world. That act of creation is empowering, not only for the educator who may gain in reputation or esteem (or not), but also for the community out of which those knowledge assertions arise. The creation and sharing of knowledge through OER, especially by educators from marginalized contexts, validates that knowledge and allows it to interact with knowledge assertions from other contexts. This process has its risks, for sure, but risk-taking is central to the creation and sharing of OER, and the promotion of an authentic and personally relevant epistemic stance.

Conclusion: Implications for OER advocacy

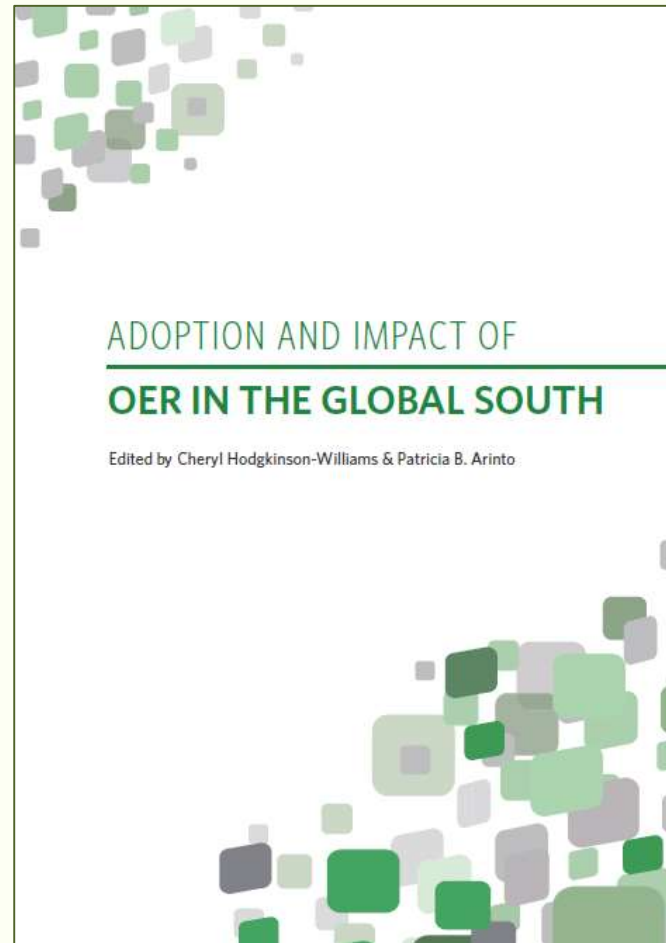
EMPOWERMENT

Numerous obstacles stand in the way of OER creation, especially copyright policies (which typically vest copyright of teaching materials in the hands of the institution rather than the educator who created them), but if we want to really promote social inclusion at the highest level, we should:

- encourage educators in the GS to create and share OER.
- ask that, when they do use OER, they try to draw as much as possible on the OER creations from other GS educators.
- encourage educators from the Global North to use, revise and remix more OER from the Global South, allowing the contributions of GS educators to enhance the knowledge they engage with and teach to their students.

For greater detail on this research

EMPOWERMENT



See Chapter 16 in the new open access ROER4D volume, *Adoption and Impact of OER in the Global South*: roer4d.org/edited-volume-2

Thank you

Contact

cheryl.hodgkinson-williams@uct.ac.za

References

- de Oliveira Neto, J. D., Pete, J., Daryono & Cartmill, T. (2017). OER use in the Global South: A baseline survey of higher education instructors. In C. A. Hodgkinson-Williams & P. B. Arinto (Eds.), *Adoption and impact of OER in the Global South*. Chapter 3 advance publication. DOI: <http://dx.doi.org/10.5281/zenodo.154559>
- Gidley, J., Hampson, G., Wheeler, L. & Bereded-Samuel, E. (2010). Social inclusion: Context, theory and practice. *The Australasian Journal of University-Community Engagement*, 5(1), 6-36. <https://researchbank.rmit.edu.au/view/rmit:4909>

Citation and attribution

Trotter, H. & Hodgkinson-Williams, C.A. (2018). Degrees of social inclusion: Open educational practices and resources in the Global South. Presentation at OE Global, Delft, The Netherlands, 24 April 2018. Retrieved from: <http://www.slideshare.net/ROER4D/>

